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ABSTRACT

The background, career and educational aspirations, and attitudes of 148 female freshmen in the Arkansas Ozarks were studied to determine reasons for underachievement and lack of commitment among females of this region. Comparisons were also made to responses of 54 male students. All respondents were residents of 29 hill counties and attended either two- or four-year institutions. Attention was directed to: attitudes toward success, families, and working women; family and extra-family support; comparison of parents' education and careers and the students' plans; desired size of community or current hometown; mobility; career choice (traditional/nontraditional); multiple role expectations; expected participation in activities; and salary expectations. Comparisons to findings from the literature and implications of the study findings for career education in Arkansas are examined, along with results of administering the Bem Sex Role Inventory. Generally, respondents desired careers that required more education and paid higher salaries than their parents achieved. Many of the female students desired a nontraditional career and were willing to relocate. Appendices include statistical tables and a questionnaire. (SW)

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EDUCATIONAL AND CAREER GOALS

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OF FRESHMAN STUDENTS

FROM THE ARKANSAS OZARKS

HE 015 849

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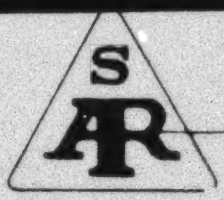

SOUTHERN ASSOCIATION FOR INSTITUTIONAL RESEARCH

This paper was presented at the 1982 Annual Conference of the Southern Association for Institutional Research held in Birmingham, Alabama, October 1982. It was reviewed by the SAIR Publications Committee and was judged to be of high quality and of interest to others concerned with the research in higher education. This paper has therefore been selected to be included in the ERIC collection of Conference Papers.

Gerald W. McLaughlin
President, SAIR

A STUDY OF THE EDUCATIONAL AND CAREER GOALS OF FRESHMAN STUDENTS FROM THE ARKANSAS OZARKS

By

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For

The Career Education Office
Division of Instructional Services
Department of Education

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I. INTRODUCTION

A. THE PROBLEM: Arkansas has long been plagued by the twin problems of low educational attainment and low personal income. The 1980 census revealed that less than 55% of Arkansans over twenty-five have completed high school and only 9.7% have completed at least four years of higher education. Arkansas ranks 49th nationally in high school graduates and 51st in college graduates. Per capita income in 1979 was $6,953 in Arkansas which was only 79.4% of the national average. The mean per capita in the Ozark counties was $6,067. The median family income in Arkansas was $14,356, lagging behind the national level of $19,908.

While only long-term efforts in education can solve these twin problems, an obvious place to start is with young Arkansans who are enrolled in higher educational institutions. By enrolling, most have already indicated some awareness of their need for higher education to prepare themselves for careers which require advanced training. Among these college students, however, are a number who have not made career decisions and are not really committed either to completing their educations or preparing for careers. These students are characterized, at worst, by dropping out, or, at best, by going through the motions of attending classes but not really dedicating themselves to learning. Most of these students ultimately settle for jobs far below their ability levels.

Among these uncommitted underachievers are a fairly large number of women students. Many of them are first generation college students from communities where many members of their high school graduating classes were already engaged or married. In their communities, many women have jobs, but few have interesting careers. Many of these women students are unrealistic about the future and do not seem to realize that they will probably have to be employed outside the home and may even have to support families. They also do not seem to realize that they could have careers which allow them to use their talents.

This project is an attempt to explore the problem of lack of commitment and underachievement on the part of women students whose homes are in the Arkansas Ozarks. The aims of the project are 1) to examine background characteristics, the career and educational aspirations, expectations, and attitudes of these women and 2) to determine which characteristics either facilitate or impede their consideration of and commitment to a broad range of career and educational goals. The results of the study will enable both the secondary and post-secondary schools to assist these young women in fulfilling their potentials.

B. REVIEW OF LITERATURE: Much research is currently under way on life goals and related interests and motivations of female students. The Southwest Educational Development Laboratory in Austin, Texas is

exploring the influence of sex roles on the life plans of low socio-economic female adolescents, in the third year of a federally funded project. The researchers are measuring the differences in aspirations and expectations of minority teenagers. A 1981 study conducted at Barnard, Bryn Mawr, Smith, Mount Holyoke, Radcliffe, Wellesley, Vassar, and Harvard "showed considerable sex difference in the career choices of men and women," according to Diana Zuckerman, Project Director. The project was funded by the Josiah Macy Foundation and analysis of the results will be published in the next few months.

In the past two years, Carney and Morgan (1981) studied the differences between women students at the University of Oklahoma who choose non-traditional careers and their counterparts in traditional careers. Heins, Hendricks, and Martindale (1982) have recently published an article on the importance of extra-family supports in convincing young women that their career options are limitless, based on a study conducted at Wayne State University.

While considerable research is being done on minority women students, urban women students, and women at highly selective colleges, little research has been carried out with rural women students. Lily Chu (1980) pointed out, in her synthesis of the existing literature on rural women and girls, there is a "paucity of research and statistical information on rural women." Faith Dunne, one of the leading researchers on rural women also said in a 1979 paper, "the existing research on rural women is sparse, limited to a few regions, and widely varying in quality."

In the final report of her Project OPTIONS -- a career development project for rural women--(Dunne et al., 1978) Dunne reached some conclusions about young rural women, stating that "they marry earlier than metro women, and are more likely to stay married." She also found that "female high school students in five rural regions of the country tend to look forward to working, both before and after marriage" and were aware of the limited job opportunities in rural areas. Dunne (1979) also quoted Psathas (1968) who found that rural families often provide higher education for their sons instead of their daughters, if expenses make a choice necessary, so that the sons can become better breadwinners. As Dunne pointed out, the same decision making process puzzled Schwarzweiler (1976) when he observed "the apparent inability of high school girls to turn their superior scholastic performance into college careers at the same rate as their male peers."

Chu, in her synthesis (1980), found research which supported the idea that rural women and girls perceived their sex roles in traditional ways and were more religious, more conservative politically, and valued conformity more than their urban counterparts (Larsen, 1978). She also found a study (Johnson, 1977) which indicated that farm women were "more traditional in sex-role ideology than non-farm rural women." According to Chu, a longitudinal study of young people in the Deep South (Cosby and Steven, 1979) found that "rural girls narrowed their occupational preferences during senior and post-high school years to restrictive female pursuits while boys keep much broader preferences."

Chu also presented an analysis of Sandra Bem's concept of androgyny (Bem, 1974, 1975; Spence, Helmerich, and Stapp, 1975; Lester and Chu, 1980). Androgynous individuals score high on both masculine and feminine scales and tend to be more flexible and have higher achievement motivation and higher self-esteem. Chu added:

> Although this concept of androgyny appears to be an intellectually sound way of addressing the development of rural women's opportunities and capabilities, again, it should be reiterated that this concept itself is foreign to rural thinking. Thus, to introduce such a concept may underline the problematic aspects of change, which further supports the idea that this is one of the dilemmas that rural educators and policy makers need to be aware of.

C. THE SAMPLE: Since most of the Ozark female college freshmen are white, non-farm rural or small town, upper South students who attend non-selective colleges, most of the literature does not apply directly to them. Although the research literature was used in the creation and analysis of the questionnaire, it was necessary to begin this project by collecting a new data sample. Twelve two-and four-year institutions were invited to participate in the project and eight institutions returned questionnaires.

The sample is composed of 54 males and 148 females from one private and one public two-year institution and four private and two public four-year colleges. All of the students surveyed listed their homes as being in twenty-nine hill counties. It was necessary to survey the males in order to isolate the characteristics of the females which contribute to underachievement and lack of commitment. Almost all of the students in the sample entered their institutions in the fall of 1981 and have persisted for two semesters. A few entered at mid-year and have been enrolled for one semester.

The surveys showed similar demographic data for both sexes in most instances. Eighty percent were nineteen years old or younger, two-thirds were from towns of under 10,000, and one-third were dating only one person. Nearly one-quarter of the students were Methodist, Presbyterian, Lutheran, or Episcopalian, one-quarter were Baptist, and nearly a third were Church of Christ, L.D.S., Penecostal, etc. Eighty-five percent of the mothers and nearly 90% of the fathers had traditional careers. Family incomes were estimated about the same by both sexes, with only 20% reporting family incomes of over $30,000.

A few differences in the males and females were revealed in the demographic data. A higher percentage of the men were married, while parents of the women were somewhat better educated than those of the men. Fewer women evaluated their math skills as strong and fewer women were employed while attending college. Fewer women reported that they owned cars or trucks and they were much more likely to have received their cars from their parents instead of paying for their transportation themselves. Otherwise, the demographic data were substantially the same for both sexes.

II. METHODOLOGY

A. DEVELOPMENT OF THE QUESTIONNAIRE: Construction of an appropriate questionnaire began with analysis of a survey used by the American Association of Women in Community and Junior Colleges. Since the community and junior college survey had successfully elicited much of the desired demographic data, it was modified for use in demographic analysis. The fact that the same survey was to be used for both male

and female students required further modifications. The American College Testing Program's questions used to compile class profiles were also modified.

The project team developed the questions on future plans based on the selection of eight criterion variables and a team member's experience in surveying Arkansas College's alumni. The predictor variables, which included tests of attitudes toward success, families, and working women; family and extra-family support; parental influence; and androgyny, were selected by the team based on the reading of such diverse materials as the 1980 Virginia Slims American Women's Opinion Poll, the American Council of Education's annual survey of college freshmen, and the Arkansas Career Education Survey Test, 4th Grade (1975), as well as the sources mentioned in the analysis of available literature. The most original predictor variable was the one involving payment for transportation by the student or the parents. This was included to test the "shiny car syndrome," a theory long held by college professors in the Ozarks. The theory is that male students are diverted from their studies by having to work part-time to make their car payments, while female students who receive cars as gifts from their parents develop unrealistic expectations about their futures. The questionnaire was pilot tested on male and female upper classmen at Arkansas College.

The questionnaire, like the survey instrument used by the Southwest Educational Development Laboratory, attempts to determine attitudes regarding marriage, the family, combining work and family, and family/extra-family support. Like Zuckerman's Seven College

Study, the Ozark study is concerned with comparing male and female educational and career goals and attitudes towards marriage and children. Among the predictor variables are self-analysis of math skills, family income levels, and attitudes concerning women's careers, factors which proved of importance in women's selection of non-traditional careers at the University of Oklahoma. As in the case of the Wayne State University study, extra-family support for women students is measured in the Ozark study.

In an effort to measure the relevance of Hunne's research on rural women to a study of non-farm rural women in the Ozarks, the questionnaire measures the students' views of the ideal age to marry, as well as their desire to work outside the home and their educational and career goals, whether traditional or non-traditional.

Permission to use Bem's Sex-Role Inventory was given by the publisher, Consulting Psychologists Press, Inc. Bem scores were used as predictor variables to determine their influence on career and educational goals. One of the team members has had a great deal of experience in using the Bem Inventory with Ozark students.

B. STATISTICAL TESTS: In comparing male and female demographic data, the chi-square test was used to measure significant differences at the .05 and .01 levels. When the criterion variables of students' future plans for mobility, size of community, career choice (traditional or non-traditional), education required, highest degree sought, and salary expectations were compared with their parents' educations and current status, 2xK contingency tables were constructed, using the

chi-square test as the measure of significant differences among variables with probability levels of .05 and .01.

Following a deliberate decision to use Arkansas College's Apple II Plus micro-computers for the project so that team members and several students would have a "hands-on" experience in doing their own research, linear regression was used to test correlation coefficients of the predictor variables against the criterion variables for significance. It was not possible to run more complicated statistical tests using the Apple II Plus.

III. RESULTS

A. DEMOGRAPHIC COMPARISONS: When female and male students in the sample were compared as to their backgrounds, attitudes toward success, families, and working women, family and extra-family support, and parental influence, there were significant differences between the sexes on only six of the predictor variables. Two of these variables involved ownership of and payment for transportation and the differences were significant at the .01 level. The variables which differed significantly at the .05 level were those describing the years, makes, and models of the students' cars and trucks, attitudes toward successful career men, support of the male best friend in choosing a career, and persons influencing career choice. The male and female students were from similar religious and socio-economic backgrounds, were subject to the same influences, and held similar attitudes on most questions.

TABLE 1: Transportation: Ownership

	No Response	Own Car	Own Truck
Males	6 (11%)	39 (72%)	9 (17%)
Females	46 (31%)	98 (66%)	4 (3%)

$x^2 = 18.327$ 2 d.f.
$p < .01$

TABLE 2: Transportation: Year/Make/Model

	No Response	Old	New
Males	6 (11%)	37 (69%)	11 (20%)
Females	46 (31%)	83 (56%)	19 (13%)

$x^2 = 8.67$ 2 d.f.
$p < .05$

TABLE 3: Transportation: Payment

	No Response	Parents	Self/Spouse
Males	5 (9%)	21 (39%)	28 (52%)
Females	47 (32%)	68 (46%)	33 (22%)

$x^2 = 19.67$ 2 d.f.
$p < .01$

B. COMPARISONS OF STUDENTS AND THEIR PARENTS: The chi-square test was also used to determine whether there were significant differences in the parents' educations and current status and the students' plans. Female students were compared with their mothers and male students with their fathers. When chi-squares were computed for desired size of community/current hometown; mobility/current hometown; career choice/mother's occupation (traditional or non-traditional); education required for daughter's career/education required for mother's career,

highest degree sought/mother's educational level; and salary expectations/family income, the differences were significant at the .01 level.

Chi-square tests showed significant differences for male students at the .01 level for the following: desired size of community/current hometown; education required for son's career/education required for father's career; degree sought/father's education level; and son's salary expectations/family income. No significant differences were found on comparisons of mobility/current hometown and career choice/father's occupation.

Both male and female students aspired to higher levels of education than their parents, chose careers which require more education, expected salaries above their current family income, and expressed a willingness to live in larger towns than their parents. The female students differed more from their mothers than the males from their fathers in willingness to choose non-traditional careers and indicating greater mobility. (See Tables 4, 5 and 6.)

TABLE 4 Mobility

Population of Current Hometown					Mobility (Desired Location in 10 Years)				
	Under 2,500	2,500-49,999	50,000-499,999	Over 500,000	Hometown	Area of Hometown	Another State	Another Country	No Response
Males	19 (31%)	21 (35%)	15 (25%)	1 (2%)	14 (23%)	18 (31%)	19 (32%)	4 (7%)	0
Female	20 (34%)	23 (39%)	12 (21%)	3 (6%)	12 (20%)	24 (41%)	17 (29%)	2 (3%)	3 (5%)

Males X^2 = 1.024 p < .01 Females X^2 = 10.343 p < .01
Not Sig

TABLE 5: Traditional and Non-Traditional Careers

	Occupation of Father/Mother			Career Choice of Student		
	None	Traditional	Non-Traditional	Undecided	Traditional	Non-Traditional
Males	5 (9%)	47 (87%)	2 (4%)	9 (17%)	42 (78%)	3 (6%)
Females	6 (4%)	125 (85%)	16 (11%)	21 (14%)	73 (49%)	54 (36%)

Males χ^2 = 1.623 2 d.f. Not Sig.

Females χ^2 = 42.515 2 d.f. $p < .01$

C. COMPARISONS OF MEN AND WOMEN ON CRITERION VARIABLES: When chi-square tests were run on the eight criterion variables, significant differences between male and female students emerged on five variables. The variable showing career choice (traditional or non-traditional) was significantly different at the .01 level with women more non-traditional. (See Table 6.)

TABLE 6: Career Choice (Traditional/Non-Traditional)

	Undecided	Traditional	Non-Traditional
Males	9 (16%)	42 (77%)	3 (5%)
Females	21 (14%)	73 (49%)	54 (36%)

χ^2 = 19.204 2 d.f.
$p < .01$

The criterion variables indicating multiple role expectations, planned involvement in activities, and salary expectations differed at the .05 significance level. Women expected more roles and higher involvement in activities, while men expected higher salaries. (See Tables 7-9.) The degree sought variables approached the .05 level with men planning higher degrees.

TABLE 7: Multiple Role Expectations

	No Response	No	Yes
Males	2 (3%)	26 (48%)	26 (48%)
Females	4 (2%)	41 (27%)	103 (69%)

χ^2 7.969 2 d.f.
$p < .05$

TABLE 8: Expected Participation in Activities

	None	One	Two	Three	Four	Five	Six	Seven	Eight
Males	0 (0%)	11 (20%)	4 (7%)	10 (18%)	8 (14%)	9 (16%)	3 (5%)	0 (0%)	1 (1%)
Females	1 (0%)	20 (13%)	26 (17%)	27 (18%)	39 (26%)	20 (13%)	10 (12%)	5 (3%)	0 (0%)

χ^2 7.19 (1) 2 d.f.
$p < .05$

TABLE 9: Salary Expectations

	No Response	Under $9,999	$10,000-14,999	$15,000-19,999	$20,000-24,999	$25,000-29,999	Over $30,000
Males	0 (0%)	0 (0%)	5 (11%)	10 (18%)	8 (14%)	8 (14%)	22 (40%)
Females	1 (0%)	10 (6%)	17 (11%)	19 (12%)	15 (10%)	15 (10%)	31 (20%)

χ^2 13.19 6 d.f.
$p < .05$

When linear regressions were run on the male responses in order to determine correlation coefficients of predictor variables against the criterion variables, only the influence of marital status on mobility was significant at the .01 level ($r = .421$). Being married limited mobility in males. The influence of religion on mobility ($r = .240$) and of family income on salary expectations ($r = .256$) approached the .05 level. Students with conservative religious backgrounds were more mobile and students whose families had higher incomes expected higher salaries.

When correlation coefficients of predictor variables against criterion variables were determined for the women students' responses, the influence of family income on salary expectations was significant at the .01 level (r = .300). The higher the family income the higher the students' expectations were. The correlation between self-assessed math skills and salary expectations was significant at the .05 level (r = .203), while self-assessed speaking skills approached the .05 level (r = .154). Speaking skills (r = .161) also correlated significantly with highest degree sought at the .05 level. Mother's educational level and female student plans for participation in activities were significantly related (r = .164) at the .05 level. Multiple role expectations were related to non-traditional mother's occupation (r = .177). This was significant at the .05 level. The female students' choice of non-traditional careers was positively related to liberal attitudes toward women's careers, (r = .164), significant at the .05 level. Approaching .05, were good math skills which correlated positively, (r = .151) and ideal age to marry, which had a negative correlation (r = -.145). High feminine Bem scores and number of years of education required for a career correlated negatively (r = -.187) and significantly at the .05 level. When Bem results were scaled from high feminine to high masculine and compared to non-traditional career choice in women the correlation (r = .25) was significant at the .01 level between non-traditional career choice and the high masculine areas of the Bem scaling. The correlation between parents' payments for transportation and number of years of education required for a career were also negatively correlated (r = -.156) and approached the .05 level.

IV. CONCLUSIONS

A. INTERPRETATIONS

1. DEMOGRAPHIC COMPARISONS: Analysis of the demographic data showed that the male and female students in the sample were from similar religious and socio-economic backgrounds. Male and female self-assessments of math, writing, speaking, and reading skills were much the same, as was analysis of family and extra-family support in efforts to pursue careers requiring considerable investment of time and energy. The students also had similar attitudes on most questions regarding success in careers. Both males and females agreed that ages 22-24 were the best ages to marry and have a first child. The females plan an average of 2.7 children while the males expect 2.4.

There were six significant differences between men and women students in the demographic area. Three of these differences involved cars and trucks--their ownership; year, make, and model; and who was paying for them. (See Tables 1, 2 & 3.) Gifts of cars from parents to female students proved to be negatively associated with the students' choices of careers requiring a high level of education.

The other three significant differences in male and female students involved attitudes toward successful career men, support of male best friend in choosing a career, and influences on career choice. Men students were somewhat more likely to say that "men who are successful in careers are treated/regarded the same as men who choose their families ahead of careers," while women were somewhat more likely to say that men who are

successful in careers are looked up to by society. Few of either sex, however, felt that successful men are criticized by society, while 17% of the men and 15% of the women felt that successful career women are criticized by society.

Sixteen percent of the women said that the reaction of their male best friend to a career choice involving a great deal of effort would be unfavorable. This was the highest indication of lack of support. Most students indicated that their families, female best friends, high school principals, high school counselors, and favorite teachers would support their choices. It might have been expected that more women would report a negative reaction by their boyfriends. Perhaps the fact that 80% of the women reported that their male best friends would support their career decisions indicates that some change in attitude has occurred.

The final significant difference in male and female responses occurred when men were twice as likely as women to state that their fathers had influenced their career choices while women were twice as likely as men to name their mothers. Since the students discriminated in their answers between influence on educational plans and influence on career plans, it is probable that the students gave some thought to answering the question. Nearly a third of the males and a quarter of the females used the blank supplied on the questionnaire to answer "myself," while this ratio was reversed by students answering "other," in response to career influence. Students giving the latter response listed people ranging from "husband," "son," "my coach," to "my neighbors." While varied influences on career choices were

mentioned, students were more likely to list someone other than their parents. They were more likely, however, to list their parents as having an influence on their educational plans.

2. COMPARISONS OF STUDENTS AND THEIR PARENTS: Both male and female students aspired to higher levels of education than their parents and expected to have higher salaries, when measured in today's dollars, than their current family incomes. They also responded that they were willing to live in larger towns than their parents currently do. Thirty-nine percent of the males and 48% of the females indicated that they planned to leave Arkansas. Most of the male students who indicated that they expected to be living outside Arkansas in ten years listed their career choices as business and engineering. Most of the women were in business or education. Such percentages need to be lowered if Arkansas' twin problems are to be solved.

The female students differed more from their mothers than the male students differed from their fathers in choosing non-traditional careers and indicating that they were willing to relocate. (See tables 4 and 5.) While it is not surprising that the male students showed little interest in pursuing traditionally female careers since most males in the U.S. are not interested in careers which are stereotyped as "women's work," it was perhaps surprising that 36% of the women have planned non-traditional careers.

The stated willingness of 72% of the female students to relocate was an unexpected discovery. Perhaps this willingness, coupled with the desire for non-traditional careers, showed that these students

realized that better opportunities would come their way if they were willing to abandon the traditional small town jobs which women have long held in the Ozarks.

3. COMPARISONS OF MEN AND WOMEN ON CRITERION VARIABLES: The most significant differences between the men and women students in the sample emerged when correlation coefficients of predictor variables against the criterion variables were determined.

When male students' responses were measured against the criterion variables, only three of the predictor variables showed any significance. (See Table 10) When the assumption that marital status would limit mobility, in that male students would find it harder to move their families, was checked, it was found that being married was indeed a limitation on mobility. The idea that members of more conservative religious faiths would be less likely to be mobile was not substantiated. Mainline Protestant males were the group most likely to remain in their hometowns. The reasons for this are not clear but it might be because their parents own land or businesses in their hometowns. Not surprisingly, men from families with higher incomes had higher salary expectations.

TABLE 10: Significant Correlations for Men Between Predictor and Criterion Variables

N = 54

Criterion	Predictor: Marital Status	Religious Preference	Family Income
Mobility	-.421**	.240	
Salary Expectation			.256

**Indicates $p < .01$

Table 11 shows the correlations between predictor and criterion variables for women and these correlations were examined in relation to assumptions about women's careers.

TABLE 11: Significant Correlations for Women Between Predictor and Criterion Variables

N = 148

Criterion	Predictor: Mother's Non-Traditional Occupation	Mother's Education	Family Income	Math Skills	Speaking Skills	Payment for Transportation	Ideal Age to Marry	Attitudes Toward Women's Roles	Bem High Feminine	Scaled Bem Scores
Highest Degree Sought					.161*					
Non-Traditional Career Choice				.151			-.145	.164*		.250**
Education Required for Career						.156			.187*	
Multiple Role Expectation	.177*									
Participation in Activities		.164*								
Salary Expectation			.300**	.203*	.154					

*Indicates $p < .05$; **Indicates $p < .01$

The speculations that non-traditional career choices would be associated with more liberal attitudes on the role of women was confirmed. The correlation of high math skills and non-traditional careers was not significant but was in the expected direction and approached significance. This gives some support to the idea that success in math builds confidence that women can enter fields which require these skills. Many of these fields have long been male dominated.

While the correlation of ideal age to marry and non-traditional careers was not significant, it approached significance though not in the expected direction. It might have been predicted that women seeking non-traditional careers would regard the late twenties as the ideal age to marry but this did not turn out to be the case.

There appears to be a partial confirmation of the "shiny car syndrome" theory that female students who are given cars by their parents develop unrealistic expectations about their futures. The amount of education sought was negatively correlated with purchase of a car for a female student by her parents, although the correlation fell just short of significance. Not surprisingly, the assumption that women whose mothers have non-traditional careers would be more likely to expect to have multiple roles as wives, mothers, and career women was confirmed. Also confirmed was the generalization that the higher the mother's education, the more likely the daughter to expect to participate in community activities. This is a relationship well known to students of political socialization.

The prediction that salary expectations would be associated with high family income and high math skills was also confirmed for reasons analyzed above. The correlation between good speaking skills and expected salary was in the direction predicted and approached significance.

Good speaking skills were found to correlate significantly with highest degree sought, giving support to the idea that ability to speak in large and small groups and to communicate with others in different situations tends to build self-confidence and thus is related to seeking postgraduate degrees.

4. COMPARISONS WITH THE LITERATURE: Since the Southwest Educational Development Laboratory project on minority women had not been completed, it was not possible to compare the results of the Ozark study with its findings. When the results are released, however, it should prove to be interesting to see if the Ozark study, which had only two black students out of 202 in the sample, reached any of the same conclusions.

The Seven College Study by Diana Zuckerman has not released its final report but some preliminary findings were published in the April, 1982, Second Century Radcliffe News. It was to be expected that a higher percentage of students at Harvard and Radcliffe would aspire to degrees beyond the bachelors than students in the Ozark study. Only 7% of the males and females at Radcliffe and Harvard planned to stop at the bachelor's level. It was perhaps surprising that 52% of the Ozark males and 35% of the Ozark females

plan post-graduate work. Since the Ozark students in the sample were only first year college students, the percentages may be lower by the time they are seniors.

Almost all of the Radcliffe and Harvard students, 97% of the males and 94% of the females, would like to marry while 7% of the Ozark males and 4% of the Ozark females said that they did not plan to marry. Only 84% of the Harvard-Radcliffe women hoped to have children, compared to 92% of the men. The differences were not so marked in the Ozarks, where 10% of the women and 7% of the men indicated that they do not plan to have children. Most of the Harvard-Radcliffe women said that if they have a choice they would prefer to work part-time or not at all when their children are infants and pre-school age. Seventy percent of the Ozark women indicated that they expected that in ten years they would be combining raising a family with engaging in a career.

The University of Oklahoma study on women's choice of non-traditional fields found that women who felt better prepared in math, had higher ACT scores and degree expectations, came from families with higher income levels, and viewed women's roles outside the home as non-restrictive were more likely to choose non-traditional fields. The Ozark study found that liberal attitudes toward the role of women correlated significantly with choice of non-traditional careers, while high family income did not have a significant correlation. Self-assessed high math skills approached a significant positive correlation with the

choice of non-traditional careers. ACT scores were not used in the Ozark study and higher degree expectations were not measured against non-traditional career choices.

The Wayne State University study focused its attention on women physicians, comparing them with their neighbors as to attitudes, career choices, and support. Family and extra-family support were found to be important factors in career choice. As mentioned above, the Ozark students felt that support for their career choices was strong among their peers, parents, and high school personnel. Fifty-five percent of the men and 59% of the women credited someone other than their parents with influencing their career choices. As Heins, Hendricks, and Martindale pointed out:

> The importance of extra-family support provides a framework on which to base improvements and innovations in career counseling for women at all levels of education from elementary through postsecondary. Parental status and support are usually fixed; however, the community, especially the schools, can provide external supports.... Young women cannot choose their parents but they can search out external sources of help and support.

Faith Dunne's work on rural women led her to the conclusion that they marry earlier than women in metropolitan areas. Both male and female students in the Ozark study said that ages 22-24 were the ideal ages to marry, perhaps an indication that later marriage is becoming more popular in the Ozarks, at least among the college educated. Dunne also found that a substantial number of rural women "seem to be quite aware of the long-standing limitations on job opportunities for rural females, and of some of the ways in which these opportunities can be expanded." The expressed willingness of the Ozark female

students to relocate and to pursue non-traditional careers indicated their awareness of the problems of limited job opportunities in rural areas. (See Tables 4 and 5.)

As Dunne pointed out, "education for older women will have an impact on the next generation." The Ozark study supports this contention by showing that female Ozark students were twice as likely as the males to say that their mothers had influenced their educational plans. Also their mother's non-traditional occupations correlated significantly with the daughter's multiple role expectations, and there was a significant correlation between the mother's educational level and the daughter's planned participation in activities.

Sandra Bem (1975) and Lily Chu (1980) discussed the restrictiveness of narrow sex roles for both sexes. According to Bem, highly sex-typed persons maintain their self-images by suppressing any behavior that might be considered undesirable or inappropriate for their sex. Since the traditional feminine role has not included advanced education, it could restrict educational and thus career aspiration of women who see themselves as high in feminine traits and low in traits labeled masculine by society. The findings of the Ozark study that high femininity scores on the Bem correlate negatively with the number of years of education planned by female students appears to confirm that narrow sex role is restrictive for these women.

When female Bem results, scaled from high feminine to high masculine, were paired with the criterion variable traditional/non-traditional career choice, the results showed a positive

correlation between the masculine areas of the Bem scales and non-traditional career choice. These findings also support the restrictiveness of female sex-typing.

The fact that male Bem scores did not correlate significantly with either number of years of higher education planned or the traditionality of their career choices supports Bem's findings (1975) that masculine and androgynous subjects of both sexes remain more independent of social pressures. So few of the male subjects in the Ozark study ranked on the feminine end of the scale it would be difficulty to draw conclusions about the effect of this characteristic on men.

Since almost one-third of the Ozark female students were androgynous, a visual check of the chosen careers of these women seemed in order. This check showed that these women chose as many non-traditional as traditional careers, offering some support for the flexibility of the androgynous position claimed by Bem.

V. IMPLICATIONS OF THE STUDY: FOR CAREER EDUCATION IN ARKANSAS

Some social change appears to be occurring in the Ozarks. Arkansas career educators should be gratified to learn that in general the college freshman students in the study, all of whom live in the twenty-nine Ozark counties and most of whom are products of the Arkansas public schools, indicated a desire for careers which require more education than their parents have, expected that the careers they have chosen will bring them higher incomes than their parents have, and were willing to move to larger towns if necessary to pursue these careers. Many of the female students

indicated a desire for a non-traditional career and a willingness to relocate. An unfortunate by-product of the increased levels of expectation is a willingness on the part of many students to leave Arkansas. More sophisticated career opportunities within the state would, of course, ease this problem which has long plagued Arkansas.

Another indication of change in the Ozarks is that male and female students showed no significant difference when their attitudes toward career women were measured, although 20% of the women and 26% of the men felt that "women who are successful in careers are less likely to find companionship in marriage than other women." Their scores on a liberal-conservative test of attitudes toward women's roles showed males scoring a mean of 6.8 and females 7.1, with ten as the most liberal score. Eighty percent of the women reported that their male best friend would support them in a career choice involving considerable commitment of time and energy. Both males and females agree that 22-24 is the ideal age to marry, which may also indicate some change from early marriage. The female students, in general, expect to combine careers and families.

The students reported favorable reactions of their families, peers, and high school personnel to their career choices. As Heins, Hendricks, and Martindale pointed out, extra family support is a very important factor in career choice and the high school career education personnel can make the difference for students, of both sexes, who have little support at home.

It appears that promoting the development of greater math skills might encourage more women students to consider non-traditional fields. More math might be required of students in general. Teaching of such math

courses as trigonometry and calculus in small rural high schools or bringing all the county students needing these courses to one school would allow those talented in mathematics to enter college level mathematics the equals of their urban peers. Giving more emphasis to the teaching of speech, including group participation and leadership training, might build the self confidence of the women students and might lead more of them to consider non-traditional fields. Improvement of these skills would certainly open doors to many women and help others become better community leaders.

Since the Bem results suggest that high femininity may hamper both career and educational aspirations of Ozark women, career educators who wish to help women realize their potential may find it advisable, as Chu (1980) suggests, to help women accept as part of themselves some masculine personality traits. Neither Bem nor Chu suggest that women drop their feminine characteristics, but rather that they add these masculine traits in order to move toward psychological androgyny, the flexible position. This more balanced position would perhaps allow Ozark women to see themselves able to adapt realistically to whatever roles their lives demand, and perhaps include in their plans challenging and satisfying career preparation.

While the students in the survey sample are not typical of all Arkansas high school graduates since they have entered college and, in the main, have persisted for two semesters, their attitudes, ambitions, and expectations should be encouraging to Arkansas educators. Most of the female students in the study share the same attitudes, ambitions, and expectations as their male peers. There remain, however, some women

students who have not dropped out of college, but still indicate a lack of commitment to education and to careers, either traditional or non-traditional. Some of the characteristics which could be associated with these uncommitted underachievers are 1) an indication that the male best friend would not support a career choice demanding concentrated effort, 2) low speaking and math skills, 3) unrealistic views of the value of money encouraged, though not deliberately, by gift of cars by their parents, and 4) a high feminine Bem score, 5) the fact that 14% of the women have not made career choices by the end of their freshman years and that 20% of the women, as well as 26% of the men, felt that women who are successful in careers are less likely to find companionship in marriage. Not all of these factors are found in each uncommitted female student, but some of these characteristics may be present.

These young women, who are failing, as Schwarzweller observed, "to turn their superior scholastic performance into college careers at the same rate as their male peers," need help in capitalizing on their talents so that their potential may be fulfilled. They, especially, need the extra-family support and guidance, which can be provided by career education personnel in the public schools.

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EDUCATIONAL AND CAREER GOALS SURVEY

I. BACKGROUND INFORMATION

	INSTITUTION				TOTAL SAMPLE			
	Male		Female		Male		Female	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Age								
a. 19 or younger					44	81	121	82
b. 20-24					5	9	13	9
c. 25-29					1	2	4	3
d. 30 or over					4	7	10	7
Totals					54		148	
					M = 1.351		M = 1.344	
					SD = .850		SD = .830	
2. Sex								
a. Male					54	100	0	0
b. Female					0	0	148	100
Totals					54		148	
3. Race								
a. White					54	100	146	99
b. Minority					0	0	2	1
Totals					54		147	
4. Population of hometown								
a. Under 2,500					17	31	50	34
b. 2,500-9,999					21	39	57	39
c. 10,000-49,999					15	28	32	22
d. Over 50,000					1	2	9	6
Totals					54		148	
					M = 2.000		M = 2.000	
					SD = .824		SD = .895	
5. Marital Status								
a. Married					9	17	14	9
b. Divorced					1	2	5	3
c. Single					44	81	129	87
Totals					54		148	
					M = 2.648		M = 2.777	
					SD = .756		SD = .604	

	Male		Female		Male		Female	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
6. Single, and								
a. No response					33	61	79	53
b. Engaged					3	6	15	10
c. Dating one person					18	33	54	36
Totals					54		148	
					M = .7222		M = .831	
					SD = .940		SD = .935	
7. Religious Preference								
a. None/no response					5	9	8	5
b. Mainline Protestant					13	24	35	24
c. Roman Catholic, Jew					2	4	13	9
d. Baptist					14	26	47	32
e. Other					20	37	45	30
Totals					54		148	
					M = 3.574		M = 3.581	
					SD = 1.435		SD = 1.288	
8. Mother's Occupation								
a. None					1	2	6	4
b. Traditional					46	85	125	85
c. Non-traditional					7	13	16	11
Totals					54		147	
					M = 1.111		M = 1.068	
					SD = .371		SD = .382	
9. Education Required								
a. Less than college					40	74	97	66
b. 2-yr. college					10	19	28	19
c. 4-yr. college					4	7	23	16
d. Post-graduate					0	0	0	0
Totals					54		148	
					M = 1.333		M = 1.5	
					SD = .614		SD = .751	
10. Father's Occupation								
a. None					5	9	13	9
b. Traditional					47	87	135	91
c. Non-traditional					2	4	0	0
Totals					54		148	
					M = .9444		M = .912	
					SD = .359		SD = .284	

	Male No.	Male Per Cent	Female No.	Female Per Cent	Male No.	Male Per Cent	Female No.	Female Per Cent
11. Education Required								
a. Less than college					30	56	85	57
b. 2-yr. college					13	24	28	19
c. 4-yr. college					9	17	19	13
d. Post-graduate					2	4	16	11
Totals					54		148	
					M = 1.685 SD = .886		M = 1.770 SD = 1.043	
12. Student's Occupation								
a. Not Employed					33	61	106	71
b. Employed					21	39	42	28
Totals					54		148	
					M = 1.388 SD = .492		M = 1.283 SD = .45	
13. Father's Education								
a. Less than high school					15	28	31	21
b. High school graduate					14	26	52	35
c. Some college					15	28	30	21
d. College degree					10	19	35	24
Totals					54		148	
					M = 2.370 SD = 1.086		M = 2.466 SD = 1.071	
14. Mother's Education								
a. Less than high school					12	22	18	12
b. High school graduate					20	37	62	42
c. Some college					16	30	44	30
d. College degree					6	11	24	16
Totals					54		148	
					M = 2.370 SD = 1.086		M = 2.5 SD = .907	

	Male No.	Male Per Cent	Female No.	Female Per Cent	Male No.	Male Per Cent	Female No.	Female Per Cent
15. Family Income								
a. No response					1	2	12	8
b. Less than $4,000					3	6	4	3
c. $4,000-$9,999					7	13	16	11
d. $10,000-$14,999					11	20	24	16
e. $15,000-$19,999					6	11	31	21
f. $20,000-$24,999					12	22	19	13
g. $25,000-29,999					4	7	11	7
h. $30,000 or over					10	19	31	21
Totals					54		148	
					M = 4.222		M = 4.121	
					SD = 1.929		SD = 2.112	
16. Math Skills								
a. Strong					21	39	35	24
b. Average					20	37	71	48
c. Weak					13	24	42	28
Totals					54		148	
					M = 1.85		M = 2.04	
					SD = .786		SD = .722	
17. Writing Skills								
a. Strong					14	26	49	33
b. Average					33	61	87	59
c. Weak					7	13	12	8
Totals					54		148	
					M = 1.870		M = 1.75	
					SD = .615		SD = .593	
18. Speaking Skills								
a. Strong					18	33	40	27
b. Average					28	52	85	57
c. Weak					8	15	23	16
Totals					54		148	
					M = 1.814		M = 1.885	
					SD = .675		SD = .644	

	Male No.	Male Per Cent	Female No.	Female Per Cent	Male No.	Male Per Cent	Female No.	Female Per Cent
19. Reading Skills								
a. Strong					21	39	77	52
b. Average					26	48	64	43
c. Weak					7	13	7	5
Totals					54		148	
					M = 1.740 SD = .678		M = 1.527 SD = .588	
20. Transportation Ownership								
a. No response					6	11	46	31
b. Own car					39	72	98	66
c. Own truck					9	17	4	3
Totals					54		148	
					M = 1.055 SD = .529		M = .716 SD = .508	
21. Year/make/model								
a. No response					6	11	46	31
b. Old					37	69	83	56
c. Late, expensive					11	20	19	13
Totals					54		148	
					M = 1.092 SD = .558		M = .909 SD = .608	
22. Payment for Transportation								
a. No response					5	9	47	32
b. Parents					21	39	68	46
c. Self, or spouse					28	52	33	22
Totals					54		148	
					M = 1.425 SD = .661		M = .905 SD = .731	
II. EDUCATIONAL/CAREER PLANS								
1. Highest Degree Planned								
a. None					2	4	5	3
b. Associate					1	2	18	12
c. Bachelor's					23	42	73	49
d. Post-graduate					28	52	52	35
Totals					54		148	
					M = 3.425 SD = .716		M = 3.162 SD = .762	

	Male		Female	
	No.	Per Cent	No.	Per Cent
2. Career Choice				
a. Undecided	9	17	21	14
b. Traditional	42	78	73	49
c. Non-traditional	3	6	54	36
Totals	54		148	
	M = .888		M = 1.222	
	SD = .462		SD = .676	
3. Education Required				
a. High school	5	9	18	12
b. 2-yr. college	0	0	15	10
c. 4-yr. college	29	54	71	48
d. Post-graduate	20	37	44	30
Totals	54		148	
	M = 3.185		M = 2.952	
	SD = .848		SD = .942	
4. Multiple Role Expectation				
a. No response	2	4	4	3
b. No	26	48	41	28
c. Yes	26	48	103	70
Totals	54		148	
	M = 1.444		M = 1.668	
	SD = .571		SD = .526	
5. Involved in Activities				
a. None	0	0	1	0
b. One	11	20	20	14
c. Two	4	7	23	16
d. Three	18	33	22	15
e. Four	8	15	39	26
f. Five	9	17	20	14
g. Six	3	6	18	12
h. Seven	0	0	5	3
i. Eight	1	2	0	0
Totals	54		148	
	M = 3.259		M = 4.290	
	SD = 1.627		SD = 2.080	

	Male No.	Male Per Cent	Female No.	Female Per Cent	Male No.	Male Per Cent	Female No.	Female Per Cent
6. Mobility (Where Living)								
a. No response					0	0	3	2
b. Hometown					15	28	32	22
c. Arkansas, not hometown					18	33	41	28
d. Another state					19	36	67	45
e. Another country					2	4	5	3
Totals					54		148	
					M = 2.148 SD = .877		M = 2.263 SD = .906	
7. Size of Community								
a. No response					0	0	5	4
b. 2,500 or under					7	13	13	9
c. 2,500 to 4,999					2	4	13	9
d. 5,000 to 9,999					10	19	33	22
e. 10,000 to 49,999					19	35	52	35
f. Over 50,000					16	30	32	22
Totals					54		148	
					M = 3.648 SD = 1.305		M = 3.418 SD = 1.340	
8. Salary Expectation								
a. No response					0	0	1	1
b. $9,999 or under					0	0	10	7
c. $10,000-$14,999					6	11	17	11
d. $15,000-$19,999					10	19	39	26
e. $20,000-$24,999					8	15	35	24
f. $25,000-$29,999					8	15	15	10
g. $30,000 or over					22	41	31	21
Totals					54		148	
					M = 4.962 SD = 1.893		M = 3.797 SD = 1.534	

	Male No.	Male Per Cent	Female No.	Female Per Cent	Male No.	Male Per Cent	Female No.	Female Per Cent
III. MISCELLANEOUS								
1. Women successful in careers								
a. No response					0	0	5	3
b. Looked up to					23	43	70	47
c. Regarded same					22	41	51	34
d. Criticized					9	17	22	15
Totals					54		148	
					M = 1.907		M = 1.608	
					SD = 1.050		SD = .779	
2. Men successful in careers								
a. No response					0	0	5	3
b. Looked up to					39	72	124	84
c. Regarded same					13	24	19	13
d. Criticized					2	4	0	0
Totals					54		148	
					M = 1.314		M = 1.094	
					SD = .543		SD = .392	
3. Women successful in careers								
a. No response					0	0	5	3
b. More likely, find companionship					4	7	18	12
c. Equally likely					36	67	95	64
d. Less likely					14	26	30	20
Totals					54		148	
					M = 2.185		M = 2.013	
					SD = .551		SD = .680	
4. Men successful in careers								
a. No response					0	0	5	3
b. More likely, find companionship					20	37	64	43
c. Equally likely					33	62	70	47
d. Less likely					1	2	9	6
Totals					54		148	
					M = 1.666		M = 1.560	
					SD = .582		SD = .662	

	Male No.	Male Per Cent	Female No.	Female Per Cent	Male No.	Male Per Cent	Female No.	Female Per Cent
5. Father's reaction to career choice								
a. No response					2	4	12	8
b. Favorable					51	94	130	88
c. Unfavorable					1	2	6	4
Totals					54		148	
					M = .981		M = .959	
					SD = .237		SD = .347	
6. Mother's reaction to career choice								
a. No response					2	4	5	3
b. Favorable					51	94	136	92
c. Unfavorable					1	2	7	5
Totals					54		148	
					M = .981		M = 1.013	
					SD = .237		SD = .285	
7. Male friend's reaction								
a. No response					1	2	7	5
b. Favorable					51	94	118	80
c. Unfavorable					2	4	23	16
Totals					54		148	
					M = 1.018		M = 1.108	
					SD = .237		SD = .436	
8. Female friend's reaction								
a. No response					1	2	6	4
b. Favorable					51	94	132	89
c. Unfavorable					2	4	10	7
Totals					54		148	
					M = 1.018		M = 1.027	
					SD = .237		SD = .328	
9. Brothers/sisters reaction								
a. No response					2	4	8	5
b. Favorable					49	91	132	89
c. Unfavorable					3	6	8	5
Totals					54		148	
					M = 1.013		M = 1	
					SD = .306		SD = .329	

	Male No.	Male Per Cent	Female No.	Female Per Cent
10. High school counselors				
a. No response	2	4	14	9
b. Favorable	49	91	127	86
c. Unfavorable	3	6	7	5
Totals	54		148	
	M = 1.018 SD = .306		M = .952 SD = .374	
11. Favorite teacher's reaction				
a. No response	2	4	11	7
b. Favorable	51	94	131	89
c. Unfavorable	1	2	6	4
Totals	54		148	
	M = .981 SD = .237		M = .966 SD = .338	
12. High school principal				
a. No response	3	6	12	8
b. Favorable	49	91	127	86
c. Unfavorable	2	4	9	6
Totals	54		148	
	M= .981 SD = .306		M = .979 SD = .377	
13. Influence on education				
a. No response	1	2	3	2
b. Mother	16	30	45	30
c. Father	17	31	36	24
d. Self	10	19	28	19
e. Other	10	19	36	24
Totals	54		148	
	M = 2.222 SD = 1.127		M = 2.331 SD = 1.203	

	Male		Female		Male		Female	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
14. Influence on career choice								
a. No response					2	4	3	2
b. Mother					7	13	39	26
c. Father					15	28	19	13
d. Self					17	31	38	26
e. Other					13	24	49	33
Totals					54		148	
					M = 2.592		M = 2.614	
					SD = 1.107		SD = 1.248	
15. Plan to marry								
a. No response					14	26	23	16
b. Yes					36	67	119	80
c. No					4	7	6	4
Totals					54		148	
					M = .814		M = .885	
					SD = .551		SD = .428	
16. Ideal age to marry								
a. No response					3	6	4	3
b. 16-18					1	2	1	1
c. 19-21					13	24	29	20
d. 22-24					24	44	84	57
e. 25-30					10	19	27	18
f. Over 30					3	6	3	2
Totals					54		148	
					M = 2.881		M = 2.932	
					SD = 1.105		SD = .854	
17. Plan children								
a. No response					9	17	23	16
b. Yes					41	76	110	74
c. No					4	7	15	10
Totals					54		148	
					M = .907		M = .926	
					SD = .486		SD = .580	

	Male		Female		Male		Female	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
18. Ideal age, 1st child								
a. No response					3	6	7	5
b. 16-18					0	0	1	1
c. 19-21					4	7	3	2
d. 22-24					24	44	59	40
e. 25-30					20	37	74	50
f. Over 30					3	6	4	3
Totals					54		148	
					M = 3.240		M = 4.304	
					SD = 1.062		SD = 1.193	
19. How many children								
a. None					8	15	28	19
b. One					5	9	5	3
c. Two					25	46	63	43
d. Three					11	20	30	20
e. Four					3	6	13	9
f. Five or more					2	4	9	5
Totals					54		148	
					M = 2.037		M = 2.148	
					SD = 1.212		SD = 1.372	

	Male		Female		Male		Female	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
IV. ATTITUDES								
1. Sum "correct" responses								
a. Zero-one					1	2	0	0
b. Two					0	0	0	0
c. Three					0	0	2	1
d. Four					1	2	5	3
e. Five					9	17	13	9
f. Six					14	26	26	18
g. Seven					10	19	38	26
h. Eight					11	20	35	24
i. Nine					4	7	20	14
j. Ten					4	7	9	6
Totals					54		148	
					M = 6.814		M = 7.182	
					SD = 1.716		SD = 1.534	
V. PERSONAL CHARACTERISTICS								
1. Bem, high feminine								
a. No					47	92	113	76
b. Yes					4	8	36	24
Totals					51		149	
2. Bem, near feminine								
a. No					44	86	110	74
b. Yes					7	14	39	26
Totals					51		149	
3. Bem, androgenous								
a. No					32	63	99	66
b. Yes					19	37	50	34
Totals					51		149	

	Male		Female		Male		Female	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
4. Bem, near masculine								
a. No					40	78	134	90
b. Yes					11	22	15	10
Totals					51		149	
5. Bem, high masculine								
a. No					41	80	140	94
b. Yes					10	20	9	6
Totals					51		149	

EDUCATIONAL AND CAREER GOALS SURVEY

This questionnaire is being used to collect information about the educational and career goals of freshmen whose homes are in the Arkansas Ozarks region. Your responses to the survey are completely confidential and cannot be identified with you personally. We would like to have you respond as honestly and accurately as possible.

I. BACKGROUND INFORMATION

1. Age: a. 19 or younger ( ) b. 20-24 ( ) c. 25-29 ( ) d. 30 or over ( )

2. Sex: M ( ) F ( ) 3. Race: _____ 4. Hometown: _____ 5. State _____

6. Estimated population of hometown: Check one.

a. Under 2,500 ( ) b. 2,500-9,999 ( ) c. 10,000-49,999 ( ) d. Over 50,000 ( )

7. Marital Status: Check one. a. Married ( ) b. Divorced ( ) c. Single ( )

8. If single, are you a. engaged? ( ) b. regularly dating one person? ( )

9. Religious Preference: Check one.

a. Protestant ( ) (Denomination _____) b. Roman Catholic ( )

c. Jewish ( ) d. Other ( ) (Please specify _____) e. None ( )

10. Parents' Occupations (indicate usual occupation). If not living or retired, indicate former occupation. Be specific about what the person does, rather than indicating the field of work. (For example: construction materials manager rather than construction; manager of insurance agency rather than insurance; checker rather than grocery store, etc.)

a. Mother's occupation _____

b. Father's occupation _____

c. Your occupation _____

11. Father's Education: 12. Mother's Education: Check highest level of education completed.

	Father	Mother		Father	Mother
a. Less than high school	( )	( )	c. Some college or training beyond high school	( )	( )
b. High school graduate	( )	( )	d. College degree or beyond	( )	( )

13. Parents' Income: Check your best estimate.

a. Less than $4,000 ( ) e. $20,000-$24,999 ( )

b. $4,000-$9,999 ( ) f. $25,000-$29,999 ( )

c. $10,000-$14,999 ( ) g. $30,000 or over ( )

d. $15,000-$19,999 ( )

14. Basic Skills: Evaluate your own skills in each of the following.

	Strong	Average	Weak		Strong	Average	Weak
a. Math	( )	( )	( )	e. Speaking	( )	( )	( )
b. Writing	( )	( )	( )	d. Reading	( )	( )	( )

15. Ownership of car or truck: Check all that apply.

a. Own car ( ) b. Own truck ( )

16. If you own a car or truck give the: a. Year _____ b. Make _____ c. Model _____

17. The car or truck was paid for by or is being paid for by: Check one.

a. Parents ( ) b. Self ( ) c. Spouse ( )

(OVER)

II. EDUCATIONAL/CAREER PLANS

1. Highest Degree Planned: Check one.

a. None.....( )
b. Associate (A.A. or equivalent).....( )
c. Bachelor's (B.A., B.S.).....( )
d. Master's (M.A., M.S., M.S.E.).....( )
e. Ph.D. or Ed.D.....( )
f. M.D., D.O., D.D.S., D.V.M.....( )
g. J.D. (law).....( )
h. B.D. or M.Div. (seminary).....( )
i. Other (Specify)_____...( )

2. Please give your career choice (i.e., data processing, engineering, secretarial work, law, etc.)

_____

3. What do you plan to be doing in ten years? Check only one.

a. Engaging in a full-time career or getting further education/training.....( )
b. Combining raising a family and pursuing a career or further education/training.....( )
c. Staying at home raising a family but planning to return to career when children enter school...( )
d. Staying at home raising a family but planning to return to career when children leave home.....( )
e. Staying at home raising a family and not planning to return to career or further education.....( )

4. I see myself in ten years actively involved in the following. Check all that apply.

a. politics.....( )
b. professional organizations related to my career.....( )
c. volunteer activity for social service or other agency.....( )
d. service organization (Rotary, B.P.W., etc.).....( )
e. school board.....( )
f. volunteer activity related to my children.....( )
g. reading major newspapers and magazines.....( )
h. attending church and actively involved in its activities.....( )

5. Where do you see yourself living in ten years? Check only one:

a. In my hometown.....( )
b. In Arkansas, but not in my hometown.....( )
c. In another state.....( )
d. In another country.....( )

6. In what size community do you see yourself living in ten years? Check only one:

a. 2,500 or under.....( )
b. 2,500 to 5,000.....( )
c. 5,000 or under.....( )
d. 5,000 to 10,000.....( )
e. 10,000 to 49,999.....( )
f. over 50,000.....( )

7. What salary (at today's dollars) do you see yourself making in ten years? Check only one.

a. $9,999 or under.....( )
b. $10,000-$14,999.....( )
c. $15,000-$19,999.....( )
d. $20,000-$24,999.....( )
e. $25,000-$29,999.....( )
f. $30,000 or over.....( )

III. MISCELLANEOUS

Please check your one best answer to the following:

1. Women who are successful in careers are:

   ( ) a. looked up to by society.

   ( ) b. treated/regarded by society the same as women who choose their families ahead of their careers.

   ( ) c. somewhat criticized or rejected by society.

2. Men who are successful in careers are:

   ( ) a. looked up to by society.

   ( ) b. treated/regarded the same as men who choose their families ahead of their careers.

   ( ) c. somewhat criticized or rejected by society.

3. Women who are successful in careers are:

   ( ) a. more likely to find companionship in marriage than those who are not successful in careers.

   ( ) b. just as likely as any women to find companionship in marriage.

   ( ) c. less likely to find companionship in marriage than women who do not seek a career.

4. Men who are successful in careers are:

   ( ) a. more likely to find companionship in marriage than those who are not successful in careers.

   ( ) b. just as likely as any men to find companionship in marriage.

   ( ) c. less likely to find companionship in marriage than men who do not seek a career.

5. If you should decide to pursue a career which required considerable effort on your part, what would be the reaction of the following people? Check one for each person.

	Favorable	Unfavorable
a. Father	( )	( )
b. Mother	( )	( )
c. Male Best Friend	( )	( )
d. Female Best Friend	( )	( )
e. Your Brothers/Sisters	( )	( )
f. High School Counselors	( )	( )
g. Favorite High School Teacher	( )	( )
h. High School Principal	( )	( )

6. Who had the greatest influence on your decision on your educational plans? Check one.

   a. Mother ( ) b. Father ( ) c. Other (please specify) _____

7. Who had the greatest influence on your career choice? Check one.

   a. Mother ( ) b. Father ( ) c. Other (please specify) _____

8. If you are not married, do you plan to marry? a. Yes ( ) b. No ( )

9. What do you consider the ideal age to get married? Check one.

   a. 16-18 ( ) b. 19-21 ( ) c. 22-24 ( ) d. 25-30 ( ) e. over 30 ( )

10. If you do not have children, do you plan to have them? a. Yes ( ) b. No ( )

11. What do you consider the ideal age to have your first child? Check one.

    a. 16-18 ( ) b. 19-21 ( ) c. 22-24 ( ) d. 25-30 ( ) e. over 30 ( )

12. How many children do you plan to have? _____

(OVER)

IV. ATTITUDES: Check whether you generally agree or disagree:

	Generally Agree	Generally Disagree
1. Even if I had enough money to live comfortably without working, I would probably still have a job.	( )	( )
2. Men should receive higher wages than women because they have to support families.	( )	( )
3. Raising children should be equally shared by men and women.	( )	( )
4. Although there is some discrimination against women, any woman can get the job she desires as long as she possesses the necessary qualifications.	( )	( )
5. A wife's income dilutes some of the husband's power and makes the woman less dependent.	( )	( )
6. Certain occupations are not appropriate for women.	( )	( )
7. Men are more aggressive than women therefore men are more likely to succeed in a career.	( )	( )
8. Women are too emotional for high-powered jobs.	( )	( )
9. Employment of both parents is necessary to keep up with the cost of living.	( )	( )
10. Married people are happier than unmarried people.	( )	( )

V. PERSONAL CHARACTERISTICS: Please rate yourself, using this scale, on each of the characteristics listed below.

1	2	3	4	5	6	7
Never or almost Never true	Usually not true	Sometimes but infrequently true	Occasionally true	Often True	Usually True	Always or almost always true

Defend my own beliefs		Adaptable		Flatterable	
Affectionate		Dominant		Theatrical	
Conscientious		Tender		Self-sufficient	
Independent		Conceited		Loyal	
Sympathetic		Willing to take a stand		Happy	
Moody		Love children		Individualistic	
Assertive		Tactful		Soft-spoken	
Sensitive to needs of others		Aggressive		Unpredictable	
Reliable		Gentle		Masculine	
Strong personality		Conventional		Gullible	
Understanding		Self-reliant		Solemn	
Jealous		Yielding		Competitive	
Forceful		Helpful		Childlike	
Compassionate		Athletic		Likable	
Truthful		Cheerful		Ambitious	
Has leadership abilities		Unsystematic		Do not use harsh language	
Eager to soothe hurt feelings		Analytical		Sincere	
Secretive		Shy		Act as a leader	
Willing to take risks		Inefficient		Feminine	
Warm		Make decisions easily		Friendly	

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